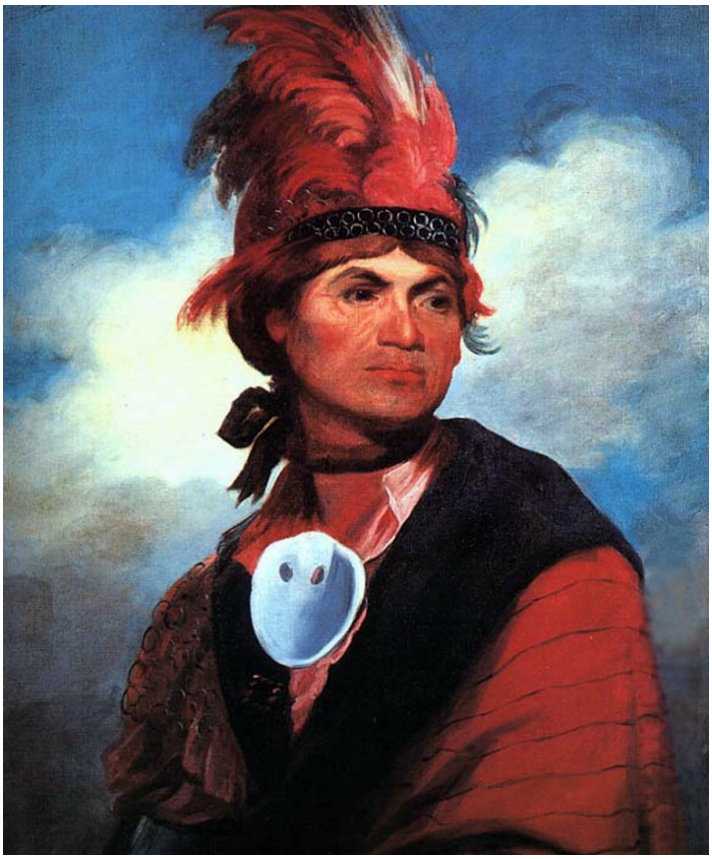

HIST 375
FIRST PEOPLE OF NORTH AMERICA

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Office Hours: Tuesday, 10:05-11:30, 5:30-6:30; Thursday, 10:05-11:30.
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Welcome to First Peoples of North America. This writing intensive course is designed to have you produce a high quality, article-length (25-pages), research paper. Your paper will based on original research from primary sources and will also engage the relevant historiography. In other words, you will bring together all the skills you have acquired as a history major. I hope you will find the process both challenging and rewarding. The first few weeks of the course are designed to introduce you to the methodology of ethnohistory, a multidisciplinary approach to writing history most commonly used by scholars of Aboriginal people. While you will be expected to start researching and defining your paper immediately, the last two-thirds of the course will be devoted almost entirely to research and writing. Given the paucity of accessible primary sources and the need for you to hit the ground running, I am limiting to a narrow range of topics and time periods. With certain exceptions, you may work on the Haudenosaunee (Iroquois or Six Nations depending on where you live) in the eighteenth century. The fourteen volumes comprising *The Papers of Sir William Johnson*, which you are required to purchase, are among the best sources on Aboriginal people. Within this rich collection, you will find documents pertaining to politics, warfare, religion, gift giving, land fraud, women, and the operations of the British Indian Department. I expect, however, that most of you will need to consult other primary source collections. See the list of other sources at the end of the syllabus.

Research and writing may seem like a solitary endeavor, but you will soon discover that it is a collaborative effort. You will be working and consulting closely with several people. As the instructor and the person most familiar with the course material, I am your primary contact and resource. Do not hesitate to speak to me about your paper or the course. You will also be assigned to a writing group of your colleagues with whom you will exchange work, ideas, and constructive criticism. Our semester will culminate in a mini-conference in which you will present a version of your paper not only to the class but also to members of the history department and invited guests.

Goals of the Course

In this course students will learn to

- Approach writing as a process, one that involves considerable ongoing reflection and revision.
- Employ a multidisciplinary approach to writing history.
- Locate and use appropriate primary and secondary sources.
- Engage in historiographical debates.
- Use writing conventions appropriate to the discipline of history.
- Give and receive constructive criticism.
- Deliver an effective oral presentation.

Writing

Research Paper: The final paper will be 20-25 pages long and written in formal academic prose with footnotes and bibliography for an audience of other historians. At the end of the term you will present your papers to each other and, in addition, should the occasion arise, each of you should be able to present your work in a formal academic setting, such as an undergraduate conference or Moravian College's scholarship day. Please note you will be writing this paper in

stages throughout the semester with lots of opportunity for feedback and rewriting between each stage.

Feedback to Others: As part of the process of writing, you will help others with their papers and they will do the same for you. During each stage of writing, you will write up comments to help other members of your writing group. I will assign you to a group once the semester is underway. The main audience will be your peers, although I will also collect a copy of your comments in order to help you with the important (if often overlooked) skill of offering useful feedback and constructive criticism.

Free Writing: At times, you may be asked to free write about a subject, theme or issue. Free writes are designed for you to focus your thoughts in preparation for discussion or another task. Although I may ask you to hand in free writes, they will not be graded.

Attendance, Late Policy, and Participation
The seminar provides a forum to discuss ideas and issues arising from the week's reading. Seminars work only when everyone attends and contributes. Therefore, you must attend all classes and be prepared to discuss the readings. Students who miss more than one seminar will have a third of a letter grade for each absence deducted from their final mark.

All late work will be assessed a 10% penalty per day beginning on the first day. Late writing chunks will receive a grade of 0. Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day. Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.

The participation grade is based on your thoughtful and active participation in class. It is not an attendance grade.

Grade Distribution
Assignments 17% (A1=3%, A2=3%, A3=5%, A4=3%, A5=3%)
Outline 3%
Note Cards (or equivalent) 3%
Writing Chunks 20% (4@5%)
Rough Draft 10%
Peer Review 10% (5@2%)
Participation 12%
Final Paper 15%
Conference Presentation 10%

Academic Honesty
According to the Moravian College Student Handbook, the following constitutes plagiarism: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as

to students….All work that students submit or present as part of course assignments or requirements must be their own original work….When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks…and be accompanied by an appropriate citation." Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

It is normal and desirable that students will assist each other with assignments. Such assistance may take two forms. In discussing your papers outside of class, someone may give you an idea or clarify your thinking that you later incorporate into the paper. Note you are not taking their ideas word for word. This is permissible but you must acknowledge your friend's contribution either in the text or in a footnote. Similarly, you should acknowledge in a footnote anyone who has read and commented on your paper.

Students with Disabilities
Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

SCHEDULE

Week 1 Jan. 17	**Introduction**
Week 2 Jan. 24	**Introduction to Haudenosaunee History** **Reading:** Dean Snow, *The Iroquois*, 77-157. William N. Fenton, "Northern Iroquoian Culture Patterns," in *Handbook of North American Indians*, Vol. 15, ed. Bruce Trigger (Washington: Smithsonian Institution, 1978): 296-321. Begin searching and reading the *Papers of Sir William Johnson* using today's reading as a guide to topics. **Assignment 1:** Read Snow and Fenton to familiarize yourself with the historical and cultural context and to identify topics that may be suitable for a research paper. Then use the index to the Johnson Papers to find related primary sources. Be patient. The index was compiled many decades ago when scholarly interests were different than they are today. In a 2-page double-spaced paper, describe how the source addresses the issue that interests you. What questions can this source answer or begin to answer? Critically assess the source (who wrote it, why, and for what purpose).
Week 3 Jan. 31	**Ethnohistory** Patrick Rael, "Paper Writing Steps," 1-2. James Axtell, "Ethnohistory: An Historian's Viewpoint," *The European and the Indian: Essays in the Ethnohistory of Colonial North America*, (1981), 3-15. Raymond D. Fogelson, "The Ethnohistory of Events and Nonevents," *Ethnohistory* 36 (Spring 1989): 133-147. **Assignment 2:** In two double spaced pages consider the usefulness (and limits) of ethnohistory as a methodology. In other words, how and why do scholars utilize ethnohistory? Consider the contributions of history and anthropology to ethnohistory and how the merging of these disciplines can provide insights into Aboriginal cultures.
Week 4 Feb. 7	**Ethnohistory: Approaches and Assumptions** Bruce Trigger, "Early Native North American Responses to European Contact: Romanticism and Rationalism," *Journal of American History* (1991): 1196-1215. Available on JSTOR. James H. Merrell, "Indian History During the English Colonial Era," in Daniel Vickers, ed., A Companion to Colonial America (Blackwell, 2003), 118-137. **Due:** **Assignment 3: Paper Proposal:** Bring to class a 3-4 page background to your topic and a bibliography of primary and a minimum of 10 secondary sources. Provide a narrative history of the issue your paper will address. What is the historical context, time, place, and chronology to be explored? **Assignment 4:** In a 1.5 page paper explain why you are a Romanticist/Rationalist and Invasionist/Middle Grounder.
Friday Feb. 3	**Chunk 1 Due: Historiography** 3 pages and a paper outline
Week 5 Feb. 14	**Workshop**

Week 6 Feb. 21	**Interpreting Primary Sources** **Reading:** Rhys Isaac, "Ethnographic Method in History: An Action Approach," *Historical Methods* 13 (Winter 1980): 43-61. Rael, "How to Read a Primary Source"
Friday Feb. 24	**Chunk 2: Primary Source** 5 pages
Week 7 Feb. 28	**Workshop** **Activity:** Peer Review
Friday March 2	**Chunk 3: Primary Source** 5 pages
Week 8 March 6	**Spring Recess - No Class**
Friday March 9	**Chunk 4: Primary Source** 5 pages
Week 9 March 13	**Workshop** **Activity:** Peer Review for **two** previous chunks **Read:** Rael, "Introductions and Conclusions"
Week 10 March 20	**Individual meetings with me – No Class** **Due:** Print and bring to the meeting at least three questions you have about your paper. **Due:** Bring your note cards or their equivalents.
Week 11 March 27	**Complete Draft Due with Introduction, Conclusion, Bibliography** **Note:** We will not be meeting in class this day Email 18-25 page drafts to your writing group and to me 9pm.
Week 12 April 3	**Workshop** **Activity:** Peer Review Drafts. It is appropriate at this stage to include sentence level revisions. **Due:** Bring copies of your comments for each paper. Bring an additional set of comments for me.
Week 13 April 10	**Individual meetings with me – No Class** **Due:** Print and bring to the meeting at least three questions you have about your paper. **Due:** Bring your note cards or their equivalents. **Assignment 5:** Bring a 1.5 double-spaced outline of the revisions you intend to make and the issues you hope to address**.**
Week 14 April 17	**Conference**
Week 15 April 24	**Conference**
Exam	**Final Paper Due**

Primary Sources

Many topics will require you to seek out primary sources in addition to the *Papers of Sir William Johnson*. Below I have provided you with a list of sources available either in Reeves or on the internet.

For eighteenth-century Haudenosaunee in New York see:

Documentary History of the State of New York, 4 vols.
Documents Relative to the Colonial History of the State of New York 12 vols. CD-Rom.
Bloomfield, Joseph. "Journal of Joseph Bloomfield." In Dean R. Snow, Charles T. Gehring, and William A. Starna, eds., *In Mohawk Country: Early Narratives about a Native People*. Syracuse, N.Y.: Syracuse University Press, 1996. (Revolution in Mohawk Valley) (I have a copy you may borrow)
Lafitau, Joseph François. *Customs of the American Indians Compared with the Customs of Primitive Times*. William N. Fenton and Elizabeth L. Moore, eds. 2 Vols. Toronto: The Champlain Society, 1974-1977. (Mohawk culture) (In Reeves but also available online http://www.champlainsociety.ca/publications/champlain-digital-collection)
Livingston Indian Records (in the new books section of Reeves)
John Bartram, *Travels in Pensilvania and Canada* (Ann Arbor: University Microfilms, 1966). (Colonial Politics and Culture)
Cadwallader Colden, *History of the Five Indian Nations* (Ithaca: Great Seal Books, 1958). (1740s Politics, War and Culture)
W. Pilkington, ed., *The Journals of Reverend Samuel Kirkland: 18th-Cnetury Missionary to the Iroquois* (Clinton, NY: Hamilton College, 1980). (Oneidas, Religion/Missions)
John Ogilvie Diary from 1750 (Religion, missions) (I do not have the citation but do have a copy you can borrow)
William Beauchamp, *Moravian Journals Relating to Central New York, 1745-1766* (New York: AMS Pres, 1976). (Iroquois, Religion/Missions)
John Wolfe Lydekker, ed., *The Faithful Mohawks* (Cambridge: Harvard University Press, 1938.) (Mohawks, Religion/Missions)
Claus, Christian Daniel and Conrad Weiser. *The Journals of Christian Daniel Claus and Conrad Weiser: A Journey to Onondaga, 1750*. Helga Dobins, trans., and William A. Starna, ed. Philadelphia: The American Philosophical Society, 1994. (I have a copy you may borrow)

For American Revolution document collections that contain Haudenosaunee material see:
Force, Peter, ed. *American Archives*. Ser. 4. 6 Vols. Washington, D.C.: M. St. Clair Clarke and Peter Force, 1837-1846. (American Revolution)
Davies, K. G., ed. *Documents of the American Revolution, 1770-1783 (Colonial Office Series)*. Vol. 8. *Transcripts 1774*. Dublin: Irish University Press, 1975.

For memoirs of (mainly) post-revolutionary Haudenosaunee see:
Thomas S. Abler, *Chainbreaker: The Revolutionary Memoirs of Governor Blacksnake*. (Senecas, Revolution and postrevolution)
James Everett Seaver, *Narrative of the Life of Mrs. Mary Jemison* (New York: Corinth Books, 1961). (Senecas, Women, Revolutionary and Postrevolutionary period)

For the Haudenosaunee who moved to Upper Canada (Ontario) after the Revolution see the following:

Charles Johnston, ed., *Valley of the Six Nations* (Toronto: The Champlain Society, 1964). (Postrevolution, Joseph Brant, Upper Canada) (Available online http://www.champlainsociety.ca/publications/champlain-digital-collection)

Campbell, Patrick. *Travels in the Interior Inhabited Parts of North America in the Years 1791 and 1792*. Eds. H. H. Langton and W. F. Gangong. Toronto: The Champlain Society, 1937. (Postrevolution, Joseph Brant, Upper Canada) (Available online http://www.champlainsociety.ca/publications/champlain-digital-collection)

Norton, John. *The Journal of Major John Norton, 1816*. Eds. Carl F. Klinck and James J. Talman. Toronto: The Champlain Society, 1970. (Norton was Cherokee but an adopted Mohawk. Available online http://www.champlainsociety.ca/publications/champlain-digital-collection)

The Correspondence of Lieut. Governor John Graves Simcoe, with Allied Documents Relating to His Administration of the Government of Upper Canada. 5 Vols. Toronto: Ontario Historical Society, 1925-1931. (Joseph Brant, Upper Canada) (I have a copy you may borrow)

Mortimer, Benjamin. "From Pennsylvania to Upper Canada with Johns Heckewelder." In James Doyle, ed., *Yankees in Canada: A Collection of Nineteenth-Century Travel Narratives*. Downsview, Ont.: ECW Press, 1980. (I have a copy you may borrow)

Young, A. H., ed., "The Rev. Robert Addison: Extracts from the Reports and (Manuscript) Journals of the Society for the Propagation of the Gospel in Foreign Parts." Ontario Historical Society *Papers and Records* 19 (1922): 171-191. (I have a copy you may borrow)